



ESEA Information Update

Wisconsin Department of Public Instruction/Elizabeth Burmaster, State Superintendent, P.O. Box 7841/Madison, WI 53707-7841

Bulletin No. 02.11

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Topic: Guidelines for Complying with the Wisconsin Alternate Assessment Part 2

This bulletin is the second in a series describing the guidelines for complying with the Wisconsin Alternate Assessment (WAA). The first bulletin (No. 02.06) described the WAA Participation Checklist. This checklist is required for use by Individualized Education Program (IEP) teams when making decisions about a student's participation in the WAA.

Once the IEP team has decided the student will participate in the WAA, the WAA will be completed by an individual or individuals who have first-hand information of the student's IEP goals, objectives or benchmarks, educational curriculum, knowledge, and skills. This will be completed during September, October, and November until the close of the testing window or when testing has been completed in the school district.

The WAA is part of the Wisconsin Student Assessment System (WSAS) and is designed to assess the educational performance of students with disabilities who cannot meaningfully participate in the Wisconsin Knowledge and Concepts Examination (WKCE) or the local assessment of oral language, even with accommodations. The WAA, which is a checklist completed by teachers, will focus on the knowledge and skills that are aligned with Wisconsin Model Academic Standards in reading, language arts, (including oral language and writing), mathematics, science, and social studies. These knowledge and skills are considered to be prerequisite to the majority of content assessed by the WKCE. For purposes of reliability, there will be a second rater used to rate only IEP-aligned items in each content area. This will be accomplished by reviewing two sources of evidence for each IEP-aligned item collected by the first rater. The second rater needs to be a licensed teacher or related service provider who is familiar with the student and the student's IEP.

To facilitate understanding of the WAA, the Department of Public Instruction (DPI) developed the Administrative Guidebook for the WAA for Students with Disabilities. This document provides detailed information about the development and use of the WAA, and includes the participation checklist, the WAA Rating Scale, a guide for teachers, a parent brochure, case studies, resources, and appendices. It is available on the Special Education Team website at <http://www.dpi.state.wi.us/dlse/een/assessmt.html>.

The department will **not** send the WAA Rating Scale for each student participating in the WAA. It is the district's responsibility to copy a sufficient number of WAA Rating Scales for each student in fourth, eighth, and 10th grade who will be participating in the WAA. Once completed, the prerequisite skill levels for each assessed content area will be entered on the back cover of the WKCE test book. This information will be sent along with all test books to CTB McGraw Hill.

Reports on the results of the WAA will be sent to the district along with the reports of the WKCE. The completed WAA Rating Scale and all evidence collected for the IEP-aligned items must be kept in the student's behavior file for five years.

Finally, the WAA must be completed this year for each student with a disability whose IEP team has determined the student will participate in alternate assessment. The department provided training opportunities to help educators, administrators, and parents understand how to conduct the WAA. If your district has not been involved or scheduled for training, please contact your CESA Regional Services Network (RSN) Coordinator or CESA Assessment Coordinator for information.

Specific questions related to this bulletin should be directed to the Special Education Team at 608-266-1781.